



Laura Terrill

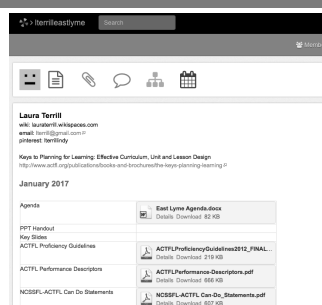
East Lyme Curriculum Design

Focus Questions:

- What is involved in creating a performance- and standards-based curriculum?
- Why create thematic units? What is the role of the textbook in a thematic unit?
- How do I know students are learning? Why should we use integrated performance assessments (IPAs)?
- How do I use authentic text to develop skills in all 3 modes of communication?

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lterrilleastlyme.wikispaces.com



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"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey

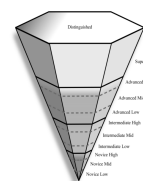


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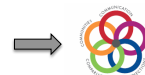
Backward Design

Identify desired results – What are the goals?

How well?



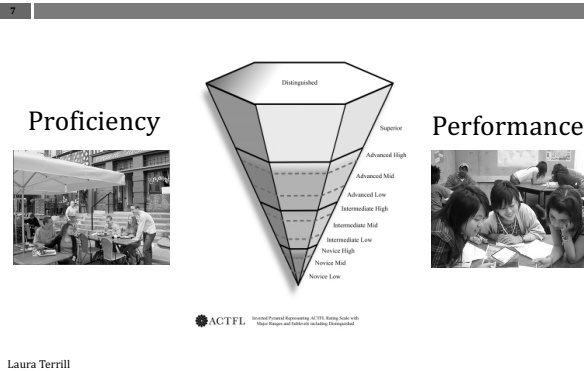
What?



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

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Performance and Proficiency



Performance

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Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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NCSSFL-ACTFL Global Can-Do Benchmarks

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| | Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid |
|------------------------------------|---|--|---|---|--|
| Interpersonal Communication | I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. |
| Presentational Speaking | I can present information about myself and some other very familiar topics using single words or memorized phrases. | I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. | I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. | I can present information on most familiar topics using a series of simple sentences. | I can make presentations on a wide variety of familiar topics using connected sentences. |
| Presentational Writing | I can copy some familiar words, characters, or phrases. | I can write lists and memorized phrases on familiar topics. | I can write short messages and notes on familiar topics related to everyday life. | I can write briefly about most familiar topics and present information using a series of simple sentences. | I can write on a wide variety of familiar topics using connected sentences. |

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NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

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| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High |
|--|---|---|---|--|--|
| I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. | I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. |

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ACTFL Performance Domains

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| Domain | Parameters of Performance | Examples |
|----------------------|--|--|
| Functions | What types of communication can the learner understand and use? | <ul style="list-style-type: none"> Ask and answer questions Describe a person, place, thing Express likes, dislikes with reasons Tell a story with detailed descriptions |
| Contexts and Content | <ul style="list-style-type: none"> What are the contexts (situations) in which the learner can communicate? What are the topics that the learner can understand and discuss? | <ul style="list-style-type: none"> Oneself Family Community Interests Professions- occupational needs Global issues |
| Text Type | What types of texts can the learner understand and produce in order to be a novice, intermediate, or advanced communicator? | <ul style="list-style-type: none"> Words Phrases Sentences Questions Strings of sentences Paragraphs |

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ACTFL Performance Domains

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| Domain | Qualities of performance | What it describes |
|--------------------------|--|---|
| Language Control | How accurate is the language? | Learner's level of control over the language they use |
| Vocabulary | How broad is the vocabulary? | The number of topics and related specificity that a learner can address |
| Communication Strategies | How does the learner maintain communication? | Strategies to negotiate meaning and express oneself |
| Cultural Awareness | How is cultural knowledge reflected in language use? | Products, practices, and perspectives used to communicate successfully |

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Performance Rubric – Interpersonal Task

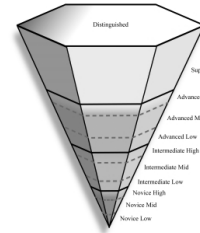
| | Strong Performance 10 | Meets Expectations 9 | Approaching Expectations 8 | Struggling 7 |
|---|--|---|--|--|
| How well am I understood? | easily understood; errors in speaking are minor and do not interfere with communication. | understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication. | difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication. | extremely difficult to understand; repeat frequently; errors interfere with communication. |
| How involved am I in the conversation? | ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate. | ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation. | ask a few relevant questions; give simple or minimal answers to questions. | ask random questions that may or may not be on topic; minimal participation. |
| How easily do I deliver my thoughts? | conversation flows with few pauses | hesitations occur but seem natural; complete thoughts. | hesitations occur and are awkward; few or no incomplete thoughts. | speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts. |
| How do I demonstrate that I can correctly use the new vocabulary from the unit? | successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task. | successfully use new words related to the unit to complete the task. | successfully use a few of the new words related to the unit to partially complete the task. | rely on simple and very familiar vocabulary to partially complete the task. |
| What cultural knowledge and understandings do I share? | add relevant information about the target culture; use cultural gestures and/or expressions appropriately. | refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately. | make limited or no references to the target culture; may use a cultural gesture or expression. | respond only from personal point of view or perspective. |

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Performance and Proficiency

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Proficiency



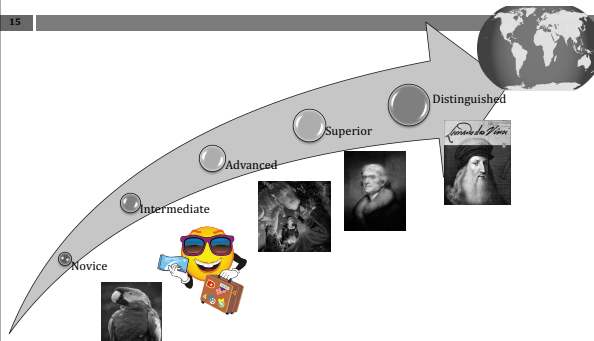
Performance

ACTFL Assessment of Foreign Language Proficiency

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Continuous growth toward proficiency

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Proficiency

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Proficiency

- ☐ Independent of specific classroom instruction
- ☐ Spontaneous
- ☐ Broad content and context
- ☐ Sustained performance across all the tasks and contexts for the level

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Proficiency

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Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Chantal Thompson

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Proficiency-based Rubric

Interpersonal Mode – Novice Learner

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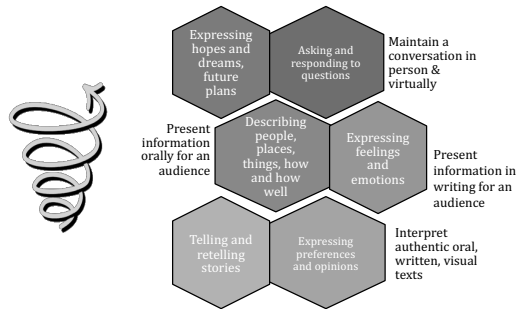
| Criteria | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|---|--|--|--|---------------------------------|
| | | Strong | Minimal | |
| Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, and spontaneous manner.</i> | Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. | Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs. | Uses memorized language only, familiar language. | Has no real functional ability. |

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Taken from: ©2013 Implementing Integrated Performance Assessment

Key Functions and Related Tasks

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Spiral of Key Functions

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| FUNCTION | NOVICE | INTERMEDIATE | ADVANCED |
|---|---|---|---|
| Describing people, places, things, how and how well | Give a description using one or two short adjectives or adverbs | Give a basic description & make simple comparisons using frequently used adjectives and adverbs | Give more detailed descriptions including comparatives, contrasts, and superlatives |
| | | Give detailed descriptions using a variety of precise adjectives and adverbs | Give detailed descriptions using a wide variety of precise adjectives and adverbs |
| RELATED LANGUAGE FUNCTIONS | | | |
| Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather | Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Interpret | Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize | |

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Increasing levels of proficiency

Novice

Intermediate

Advanced

| | | | | | |
|--------------------------------------|--|--|---|--|---|
| Express feelings and emotions | I can say that I am happy, sad | I can express my emotions in simple sentences | I can express emotions such as surprise, happiness, anger and sadness with some explanation | I can express and react to a variety of emotions and feelings giving detailed explanations | I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations |
| Tell or retell stories | I can say what I am doing in short memorized sentences | I can tell someone about my day in short, simple sentences | I can tell a story in a series of sentences | I can tell about something that happened or will happen giving the sequence of events | I can tell a detailed story using paragraph-length narration to describe the event |

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Text Type

Quantity and Organization
of Language Expands

- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



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Learning a language is like learning.....

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Targeted Performance



In 10 words or less, how would you define the performance goal for a level 2 class?

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Targeted Performance

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Level 1 — (Novice High)

- use simple sentences / questions on very familiar topics

Level 2 — (Novice High – Intermediate Low)

- create with language at the sentence level
- ask questions

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Targeted Performance

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Level 3 — (Intermediate Low – Intermediate Mid)

- develop ideas with supporting details in three time frames

Level 4 — (Intermediate Mid - High)

- sustain paragraph length in one time frame
- narrate and describe in three time frames

Level 5 — (Intermediate High – Advanced Low)

- state an opinion and defend/support that opinion

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Using the Target Language and Providing Comprehensible Input for Instruction



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Creating Classroom Climate



- Rewarding risk taking – individual and class incentives
- Making use of target language a “game” – May I speak English?
- Language pledge – Concordia challenge

NAME: _____



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When is it justifiable to use English?



- Some interpretive comprehension tasks to check for overall comprehension of text
- Complicated task instructions when modeling will not work
- Brief discussions of grammar, as in the “C” phase of PACE, particularly at lower levels
- Instructions on assessments
- Emergency situations

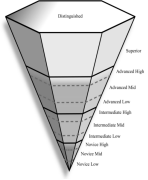
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Eileen Glisan, ACTFL 2016 Webinar

Backward Design

Identify desired results – What are the goals?

What? →  WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

How well? → 

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Stage1: Curriculum in separate columns ...

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| Grammar | Vocab | Culture | Skills |
|---------|---------|---------|---------|
| • | • | • | • |
| • | • | • | • |

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... or integrated?

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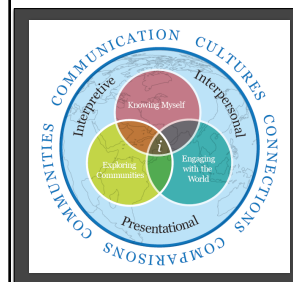
| Grammar | Vocab | Culture | Skills |
|---------|---------|---------|---------|
| • | • | • | • |
| • | • | • | • |

functions
grammar
culture interpersonal
presentational
interpretive content
vocabulary
modes

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Selecting content....

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Interculturality

“...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience.”

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Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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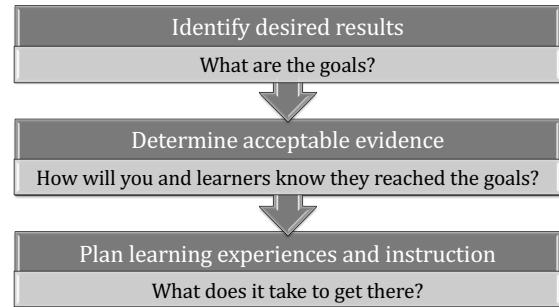
Advantages of Thematic Units

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- Makes instruction more comprehensible because the theme creates a meaningful context
- Changes the instructional focus from the language itself to the use of language to achieve meaningful goals
- Provides a rich context for standards-based instruction
- Offers a natural setting for narrative structure and task-based organization of content
- Involves the students in real language use
- Engages the learner in complex thinking and more sophisticated use of language
- Avoids the use of isolated grammatical structures
- Connects content, language, and culture goals to a "big idea"

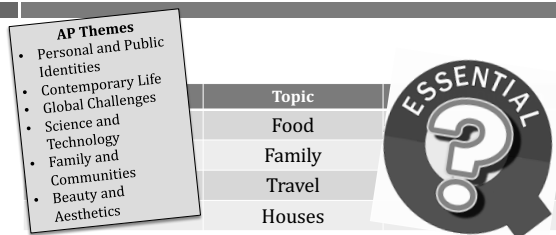
--Curtain and Dahlberg (2010) pp 150 – 151

Backward Design – Units and Lessons



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Theme + Topic + Essential Question

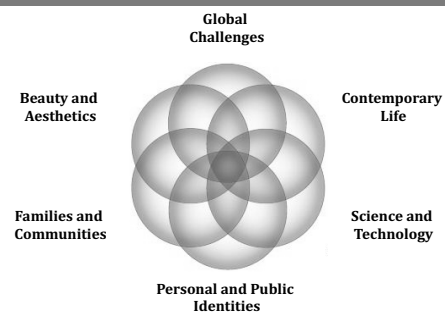


"A coherent curriculum spirals around a set of "big ideas" and recurring Essential Questions."
J. McTighe (2012)

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AP Themes Guiding Unit Development

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| Global Challenges | Contemporary Life | Personal and Public Identities |
|--|---|--|
| <ul style="list-style-type: none"> • Diversity Issues—tolerance • Economic Issues • Environmental Issues • Health Issues • Human Rights • Nutrition and Food Safety • Peace and War | <ul style="list-style-type: none"> • Advertising and Marketing • Education • Holidays and Celebrations • Housing and Shelter • Leisure and Sports • Professions • Rites of Passage • Travel | <ul style="list-style-type: none"> • Alienation and Assimilation • Beliefs and Values • Gender and Sexuality • Language and Identity • Multiculturalism • Nationalism and Patriotism |
| Beauty and Aesthetics | Families and Communities | Science and Technology |
| <ul style="list-style-type: none"> • Architecture • Contributions to World Artistic Heritage • Ideals of Beauty • Literature • Music • Performing Arts | <ul style="list-style-type: none"> • Age and Class • Childhood and Adolescence • Citizenship • Customs and Ceremonies • Family Structures • Friendship and Love | <ul style="list-style-type: none"> • Current Research Topics • Discoveries and Inventions • Ethical Questions • Future Technologies • Intellectual Property • The New Media • Social Impact of Technology |

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Themes & Topics

| Advanced Placement | International Baccalaureate | Clementi/Terrill |
|--|---|---|
| <ul style="list-style-type: none"> • Personal and Public Identities • Families and Communities • Contemporary Life • Science and Technology • Global Challenges | <ul style="list-style-type: none"> • Social Relationships • Cultural Diversity • Customs and Traditions • Leisure • Health • Communication and Media • Science and Technology • Global Issues | <ul style="list-style-type: none"> • Identity/Belonging • Well-being • Creativity • Exploring Time and Place • Discovery • Challenges |

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Essential Questions



- They can be answered in the target language.
- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

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Moving from topic to thematic unit...

| Topic | Theme | Essential Question |
|-------------------------|-------|--------------------|
| Food | | |
| Travel | | |
| Daily Routines | | |
| Family | | |
| Houses | | |
| Me and my friends | | |
| City, Restaurant, Shops | | |

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Moving from topic to thematic unit...

| Topic | Theme | Essential Question |
|-------------------------|--------------------------------|--------------------|
| Food | Global Challenges | |
| Travel | Science and Technology | |
| Daily Routines | Contemporary Life | |
| Family | Families and Communities | |
| Houses | Beauty and Aesthetics | |
| Me and my friends | Personal and Public Identities | |
| City, Restaurant, Shops | ?????? | |

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Moving from topic to thematic unit...

| Topic | Theme | Essential Question |
|----------------------------|--------------------------------|--|
| Global Citizenship | Personal and Public Identities | Who am I? |
| Family and Friendship | Family and Communities | How are we connected to others? |
| A Day in the Life | Contemporary Life | How does where I live influence what I do? |
| Healthy Lifestyle | Global Challenges | What is a healthy lifestyle? |
| Schooling Around the World | Global Challenges | What role does school play in our lives? |
| Vacation Time | Contemporary Life | Why travel? |
| City, Restaurant, Shops | | |

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Big Ideas =

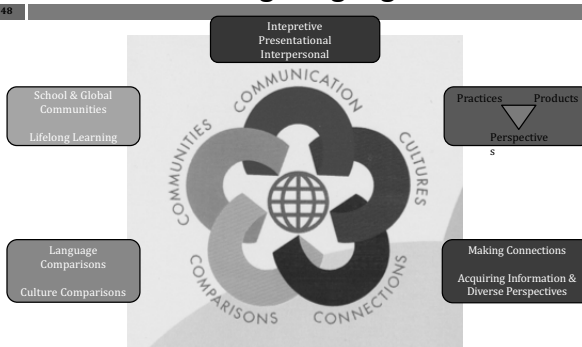


Theme/Topic
+
Essential Question


Contemporary Life:
Living in the City
What makes a city special?

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World-Readiness Standards for Learning Languages



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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

| GOAL AREAS | STANDARDS | | |
|---|---|--|---|
| COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
| CULTURES Interact with cultural competence and understanding | Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | | Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. |

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| | | |
|--|--|---|
| CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. |
| COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence | Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |
| COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. |

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Contemporary Life: Living in the City

What makes a city special?

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Learners will be able to:


- Identify businesses, services, schools, parks, etc within a city
- Describe the purpose(s) of various businesses, services, etc. in a city
- Locate businesses, services, schools, parks, etc on a city map
- Ask for and follow directions from one point to another within a city
- Describe what makes a city special
- Compare cities in the United States to cities in (France)

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Contemporary Life: Life in the City

What makes an ideal city?


Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.



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Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language



• Real-world
• Culture rich
• Models of correct language

Image: www.monquotidien.fr/infos/2015/01/08/a-la-une/une-ville-du-futur-sous-l-eau---avec-75-etages-a9273

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Selecting Authentic Text

Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,
with strong visual support.

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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Tips for finding authentic text

- Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- Do not look for texts that have specific vocabulary or structures.
- Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- Adapt the task, not the text.
- Become a fan of Pinterest.
- Become a fan of Huffington Post — Arabic, French, German, Greek, Italian, Japanese, Korean, Portuguese, Spanish

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Living in the City

EQ: What is the ideal city?



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Bienvenue à Angers

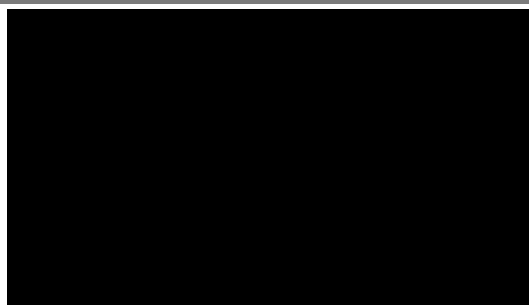


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Une journée à Angers

<https://www.youtube.com/watch?v=eP7A50HO914>

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Cultures

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| | | |
|----------|--------------|--|
| Cultures | Products | Old buildings in cities |
| | Practices | Maintaining historic town centers |
| Cultures | Perspectives | Importance of preserving the past |
| | Products | Specialty shops in the center of town |
| Cultures | Practices | Shopping at multiple shops in town |
| | Perspectives | Appreciation of quality of merchandise |

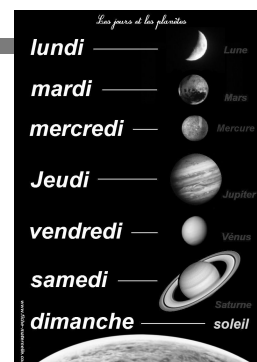
Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Laura Terrill, CERCLL 2015

Connections

- What are students learning while using the target language?
- Are they using language to learn something? Or using language for the sake of learning the language?



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Connections

Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.



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Connections

Acquiring Information and Diverse Perspectives

Learners acquire information and access diverse perspectives that are available through the language and its culture.



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Connections

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| Connections | Making Connections | Acquiring Information and Diverse Perspectives |
|-------------|--|---|
| | Geography – location of cities in France; map reading skills Math – metric system for distances Language Arts – interview strategies | Websites for various cities in France. Video of Futuroscope. Video interviews with people about why they like their city. |

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

Acquiring Information and Diverse Perspectives: Learners acquire information and access diverse perspectives that are available through the language and its culture.

Laura Terrill, CERCLL 2015

Comparisons

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Language Comparisons

Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.



Ville fleurie



Hôtel de ville

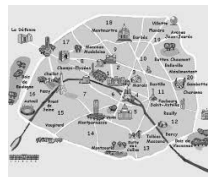
Laura Terrill, CERCLL 2015

Comparisons

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Cultural Comparisons

Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.



Laura Terrill, CERCLL 2015

Comparisons

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| Comparisons | Language Comparisons | Cultural Comparisons |
|-------------|--|--|
| | Hotel de ville, ville fleurie, village | Layout of cities in France Maintaining historic districts, buildings City statistics |

Language Comparisons: Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

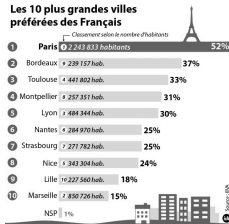
Cultural Comparisons: Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Laura Terrill, CERCLL 2015

Communities

School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



Laura Terrill, CERCLL 2015

Communities

Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



Laura Terrill, CERCLL 2015

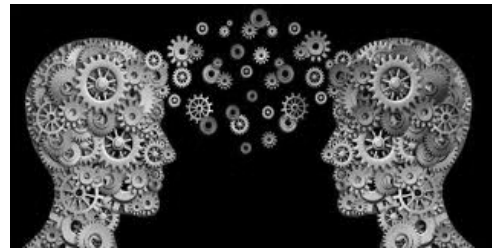
Communities

| | School and Global Communities | Lifelong Learning |
|-------------|---|---|
| Communities | <ul style="list-style-type: none"> • Small group work to plan an itinerary for school trip to France • Skyping with their sister school in France in preparation for their exchange | <ul style="list-style-type: none"> • Researching and planning a trip • Self-assessment of progress towards unit goals |

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

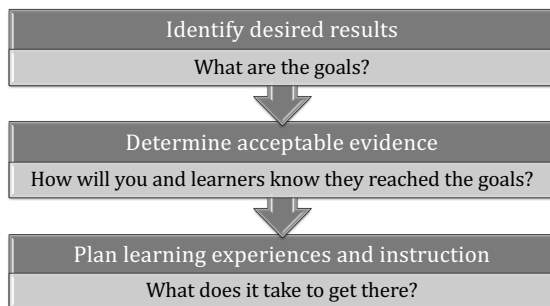
Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Laura Terrill, CERCLL 2015

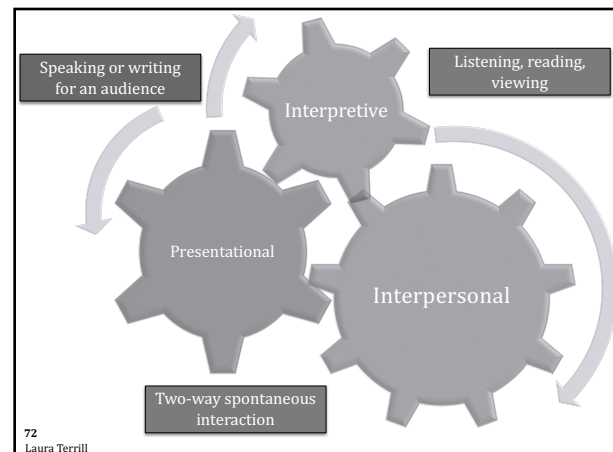


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Backward Design – Units and Lessons



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NAEP Foreign Language

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ACTFL Integrated Performance Assessment

Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

Laura Terrill

Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

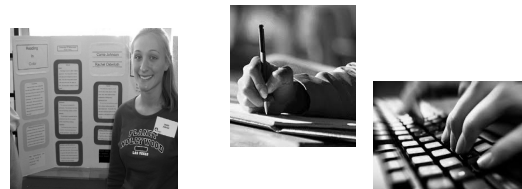
| is not | is |
|---|--|
| translation. | context-driven understanding (gist). |
| a hunt for trivial details. | whole picture; mediating meaning with the text; a focused task. |
| glossed readings; teaching all new vocabulary first. | familiar words in new context; and new words in a familiar context. |
| reading, listening or viewing from the reader's perspective only. | using the author's perspective and cultural perspective. |
| reading word for word. | re-phrasing chunks; retelling; predicting; and using structural clues. |

Laura Terrill

| Integrated Performance Assessment Interpretive Mode – ALL LEVELS | | | | |
|--|--|---|--|--|
| Page 125 Implementing Integrated Performance Assessment (2013) | | | | |
| CRITERIA | Exceeds Expectations Accomplished Comprehension | Meets Expectations Strong Comprehension LITERAL COMPREHENSION | Meets Expectations Minimal Comprehension | Does Not Meet Expectations Limited Comprehension |
| Word Recognition | Identifies all key words appropriately within context of the text. | Identifies majority of key words appropriately within context of the text. | Identifies half of key words appropriately within context of the text. | Identifies a few key words appropriately within context of the text. |
| Main Idea Detection | Identifies the complete main idea(s) of the text. | Identifies the key parts of the main idea(s) of the text but misses some elements. | Identifies some part of the main idea(s) of the text. | May identify some ideas from the text but they do not represent the main idea(s). |
| Supporting Detail Detection | Identifies all supporting details in the text and accurately provides information from the text to explain these details. | Identifies the majority of supporting details in the text and provides information from the text to explain some of these details. | Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details. | Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details. |
| Organizational Features | Identifies the organizational feature(s) of the text and provides an appropriate rationale. | Identifies the organizational feature(s) of the text; rationale misses some key points. | Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided. | Attempts to identify the organizational feature(s) of the text but is not successful. |
| Guessing Meaning from Context | Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate. | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate. | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate. | Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking. |
| Inferences (Reading/Listening/Viewing Between the Lines) | Infers and interprets the text's meaning in a highly plausible manner. | Infers and interprets the text's meaning in a partially plausible manner. | Makes a few plausible inferences regarding the text's meaning. | Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible. |
| Author's Perspective | Identifies the author's perspective and provides a detailed justification. | Identifies the author's perspective and provides a justification. | Identifies the author's perspective but the justification is either inappropriate or incomplete. | Unable to identify the author's perspective. |
| Cultural Perspectives | Identifies cultural perspectives/horizons accurately. Provides a detailed connection of cultural products/practices to perspectives. | Identifies some cultural perspectives/horizons accurately. Connects cultural products/practices to perspectives. | Identifies some cultural perspectives/horizons accurately. Provides a minimal connection of cultural products/practices to perspectives. | Identification of cultural perspectives/horizons is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking. |

Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Laura Terrill

Presentational Communication....

| is not | is |
|---|---|
| negotiated communication. | one-way communication. |
| random. | practiced, rehearsed, polished, edited. |
| unplanned. | organized. |
| speaking or writing in a vacuum. | an awareness of audience (formal/informal; cultural context). |
| reliance on circumlocution | improved by using appropriate tools – dictionary, spell-check, etc. |
| speaking or writing only for the teacher. | produced for an intended audience and purpose. |

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Presentational Rubric

| | Strong Performance 10 9 | Meets Expectations 8 | Approaches Expectations 7 | Minimal Performance 6 |
|----------------------------------|---|--|---|---|
| Am I understood? | My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i> | My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i> | My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i> | My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i> |
| How rich is my vocabulary? | I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary. | I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study. | I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study. | I rely on simple and very familiar vocabulary. |
| How well do I complete the task? | I complete each part of the task adding some details beyond given expectations. | I complete each part of the task. | I complete most of the task. | I complete some of the task, but key components are missing. |

Laura Terrill

Presentational Rubric, part 2

| | Strong Performance 10 9 | Meets Expectations 8 | Approaches Expectations 7 | Minimal Performance 6 |
|--|--|--|---|---|
| How organized is my writing? | My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts. | My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts. | My ideas are shared in a random fashion. My sentences follow a predictable pattern. | My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete. |
| How are knowledge and understanding of the target culture represented? | Comparisons between target language and American culture are accurately presented. | Information about the target culture is accurately presented. | Information about the target culture is presented, but may or may not be accurate. | The information that is shared is primarily from personal point of view. There is little to no mention of the target culture. |

Laura Terrill

Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill

Interpersonal Communication....

| is not | is |
|--|--|
| one-way communication | two-way exchange. |
| memorized (skits, dialogues). | spontaneous and unpredictable. |
| only asking all the questions. | helping each other. |
| strict turn taking. | following up and reacting; maintaining the conversation |
| ignoring your partner; waiting to say something. | indicating interest; interactive body language; eye contact. |
| overly concerned about accuracy. | focused on the message. |
| giving up when you don't understand. | Asking for clarification if communication fails/falters. |

Laura Terrill

Interpersonal Rubric

| | Strong Performance 10 9 | Meets Expectations 8 | Approaches Expectations 7 | Minimal Performance 6 |
|---|--|---|---|---|
| How well am I understood? | I am easily understood. My errors in speaking are minor and do not interfere with communication. | I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication. | I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication. | I am extremely difficult to understand. I repeat frequently. My errors interfere with communication. |
| How involved am I in the conversation? | I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate. | I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation. | I ask a few relevant questions. I give simple or minimal answers to questions. | I ask random questions that may or may not be on topic. My participation is minimal. |
| How easily do I deliver my thoughts? | My conversation flows with few pauses. | I pause but my hesitations seem natural. I complete my thoughts. | I hesitate often and pauses are awkward. I have few or no incomplete thoughts. | My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts. |
| How do I demonstrate that I can correctly use the new vocabulary from the unit? | I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task. | I successfully use new words related to the unit to complete the task. | I successfully use a few of the new words related to the unit to partially complete the task. | I rely on simple and very familiar vocabulary to partially complete the task. |
| What cultural knowledge and understandings do I share? | I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately. | I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately. | I make limited or no references to the target culture. I may use a cultural gesture or expression. | I respond only from the personal point of view or my own perspective. |

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Summative Performance Tasks
Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?

85

| | | |
|---|---------------------------------------|---|
| Interpretive Mode | Interpretive Mode | Interpretive Mode |
| | | |
| COMMON CORE STATE STANDARDS INITIATIVE PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER | 21st Century Skills | Communication - Collaboration - Creativity - Critical Thinking |
| Presentational Mode | Interpersonal Mode | |


Laura Terrill

City Life
Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

86

| | | |
|--|--|---|
| Interpretive Mode Students will identify places in a city based on written and/or oral directions. | Interpretive Mode Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do. | Interpretive Mode Students will read tourist information written for people planning to visit the city and use that information to determine where to go. |
| Communication - Collaboration - Creativity - Critical Thinking | | |
| Presentational Mode Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit. | Interpersonal Mode In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices. | |

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What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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Standards-based Grading



| Category | Percent | Description |
|-----------------|---------|--|
| Learning Checks | 10 | Achievement - homework, participation, in-class work, vocab and grammar quizzes |
| Interpretive | 30 | Performance - reading/listening based on authentic text that they are seeing or hearing for the first time |
| Interpersonal | 30 | Performance - unrehearsed communication with a partner, teacher is not a partner |
| Presentational | 30 | Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher |

Laura Terrill


Un enfant réalise son rêve grâce à une photo



<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Laura Terrill

Inferencing



1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

visualthinkingstrategies.org

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Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

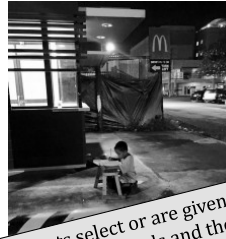


Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Laura Terrill

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.



Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippines travaillent ou mendient au lieu d'aller à l'école.

Students select or are given 3-4 important words and then explain why they are important.

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Imagine the conversation between the two children.



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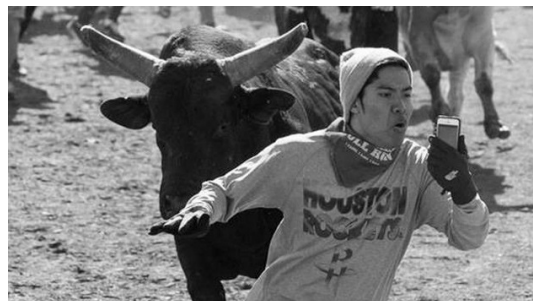
Personal and Public Identities: Do you see what I see?
What determines a person's identity? Who is the "real" me?



<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

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Before Reading: Prediction
Brainstorm vocabulary, create questions



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<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

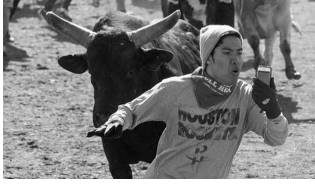
Before Reading: Prediction



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- Students write:
 - headline
 - photo caption
 - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.

During reading



- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

Laura Terrill

Extend to other modes



Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.

Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

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Global Benchmarks

| | Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low |
|------------------------------------|---|--|---|---|--|---|--|
| Interpersonal Communication | I can communicate on some very familiar topics using single words and phrases that I have practiced and | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on familiar topics using sentences and series of sentences. I can usually talk about events and experiences in various time frames. | I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. | I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with or without complication. |
| Presentational Speaking | I can use phrases. | I can use memorized expressions. | I can use sentences. | I can present information on most familiar topics using a series of simple sentences. | I can make presentations on a wide variety of familiar topics using connected sentences. | I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames. | I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames. |
| Presentational Writing | I can copy some familiar words, characters, or phrases. | I can write lists and memorized phrases on familiar topics. | I can write short messages and notes on familiar topics related to everyday life. | I can write briefly about most familiar topics and present information using a series of simple sentences. | I can write on a wide variety of familiar topics using connected sentences. | I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames. | I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames. |

Global Can-Do Benchmarks
General description of the proficiency level for each of the modes

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can _____

Global Can-Do Benchmarks
General description of the proficiency level for each of the modes

I can use the language to meet my basic needs in familiar situations.

I can ask for help at school, work, or in the community.
I can make a reservation.
I can arrange for transportation, such as by train, bus, taxi, or car.

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____

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INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can _____

Bold statements
Main indicators for the level and the mode

I can use the language to meet my basic needs in familiar situations.

I can ask for help at school, work, or in the community.
I can make a reservation.
I can arrange for transportation, such as by train, bus, or a ride with friends.

- I can _____

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____

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INTERMEDIATE LOW

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I can use the language to meet my basic needs in familiar situations.

I can ask for help at school, work, or in the community.
I can make a reservation.
I can arrange for transportation, such as by train, bus, taxi, or car.

- I can _____

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____

Laura Terrill

Target statements (Checklist)
Provide instructional focus
Create class evidence
Should emphasize "re-spiraling"

Specific Can Do Statements

| | |
|----------------|---|
| Interpretive | <ol style="list-style-type: none"> (L) I can understand and follow simple directions from one place to another in a city. (NH) (L & R) I can understand the basic purpose of simple business ads or tourist ads with the help of visuals. (NH) (R) I can understand with the help of visuals basic information when reading about a place or service in a city. (NH) (R) I can identify things to see and do in a city with the help of visuals. (NH) |
| Presentational | <ol style="list-style-type: none"> (S & W) I can talk and write about services and things to do in a city. (NH) (S & W) I can talk and write about why one city is unique, what there is to do there and why it should be visited. (IL) (W) I can request complete a request for more information on a city. (NH) (S & W) I can make simple comparisons between a US city and cities in the target culture. (NH) |
| Interpersonal | <ol style="list-style-type: none"> I can ask and answer questions about the city I like and the cities others like. (NH) I can exchange information about why I like and don't like certain cities. (NH) I can ask for directions and clarify if necessary. (NH) I can talk about how French-speaking cities compare to cities in the US. (NH) |

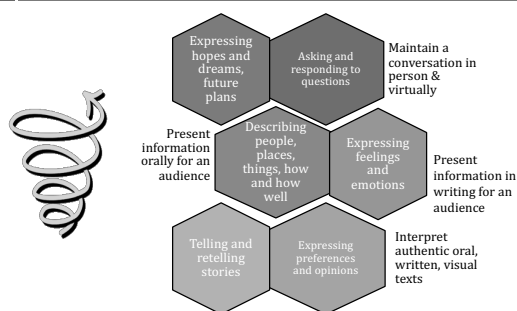
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Toolbox

| Language Functions I can.... | Related Structures/Patterns | Priority Vocabulary |
|---|--------------------------------|---------------------|
| Identify places in a city | | |
| Ask for and follow directions within a city | | |
| Describe places in a city and what I do there | | |
| Identify traits associated with cities in urban, suburban and rural settings | | |
| Express preferences with reasons about what cities to visit, where to live | | |
| Make comparisons between cities in the US and cities in France | | |
| Promote "my" city as the ideal place to live | | |

Laura Terrill

Key Functions and Related Tasks



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Spiral of Key Functions

| FUNCTION | NOVICE | INTERMEDIATE | ADVANCED |
|---|--|---|---|
| Describing people, places, things, how and how well | Give a description using one or two short adjectives or adverbs | Give a basic description & make simple comparisons using frequently used adjectives and adverbs | Give more detailed descriptions including comparatives, contrasts, and superlatives |
| RELATED LANGUAGE FUNCTIONS | | | |
| Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather | Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret | Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize | |

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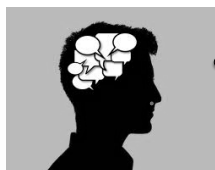
Language Functions / Can-do's

| I can | Yes | With some help | Not yet |
|---|-----|----------------|---------|
| Identify places in a city | | | |
| Ask for and follow directions within a city | | | |
| Describe places in a city | | | |
| Express preferences with reasons about what cities to visit | | | |
| Make comparisons between cities in the US and cities in France | | | |
| Identify places in a city | | | |
| Promote a city as an ideal place to live | | | |

Laura Terrill

Learning Target – Name places that are found in and near cities

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

Laura Terrill

Backward Design – Units and Lessons



Laura Terrill

Key Learning Activities/Formative Assessment

| Key Learning Activities/Formative Assessment | | | |
|---|---|-----------------------|--|
| Key Learning Activity/Formative Assessment (representative samples from beginning to end of unit) | How does this activity support the unit goals or performance tasks? | Mode of Communication | Interculturality Self Community World |
| Read article in English on Where Should I Live? 14 Important Factors When Deciding the Best Place to Live. Have students organize comments in French about factors that are appropriate for their city based on their perspectives. | Flip article outside of class to provide structure for in class discussions | Interpretive | S, C |
| Listen to someone give the location of a place in the city, and locate that place on a map | Practice following directions on a map | Interpretive | S, C, W |
| Ask for and follow directions from one place to another on a city map. | Practice asking and giving directions | Interpersonal | C, W |
| Make a map of a French city and label businesses, services, etc. | Practice names of businesses, services, etc. | Presentational | C, W |
| Create an advertisement for a business in the city | Practice names of businesses and their purposes | Presentational | C, W |

Laura Terrill

Resources / Technology Integration

| Resources | Technology Integration |
|---|--|
| Where Should I Live? http://www.moneycrashers.com/where-should-i-live-decide-best-places/ Poitiers – YouTube video www.futuroscope.com www.ta-meteo.fr/poitiers.htm http://www.otc-poitiers.fr/accueil/decouvrir/decouvrirlecentrehistorique.aspx http://www.histoiredespoitiers.fr/histoire.html http://www.histoire-en-ligne.com/spip.php?article262 – Diane de Poitiers http://www.villagedefrance.fr/ http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Villes-de-France- pageid39.html | www.skype.com allows you to connect with others via live video http://edu.glogster.com/ allows students to create online multimedia posters with text, photos, videos, graphics, sounds, drawings, data attachments |

Laura Terrill

What are the next steps?



Laura Terrill

Are thematic units more work?

YES, initially.

Consider the following:

- ✓ Pacing “time” issues are minimized, topics are developed more fully
- ✓ There is less need for review
- ✓ Grammar is truly recycled, no more 1 chapter treatment of a topic
- ✓ No need to redo curriculum every (7) years when new textbook is adopted, textbook is tool
- ✓ Focus truly shifts to what students can do with language

Laura Terrill

How many units a year?

Consider:

- ✓ the need for lots of comprehensible input from multiple authentic sources
- ✓ the need for time to internalize new vocabulary and structures
- ✓ the need to develop all 3 modes of communication
- ✓ the fact that each unit’s performance assessment includes all three modes of communication
- ✓ your school calendar

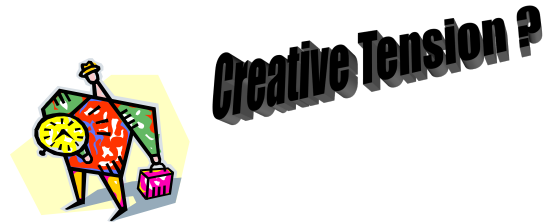
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Articulation Considerations

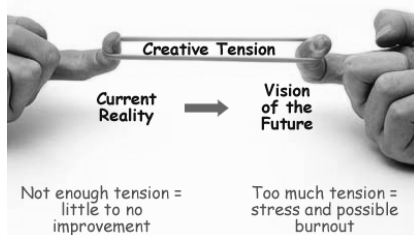
- Vertical & Horizontal Articulation - French, German and Spanish
- 4th and 5th grade articulation - Spanish
- 5th grade exploratory/introduction French and Spanish

Laura Terrill

Are you suffering from



Personal Mastery



[image: web.sd71.bc.ca/gifted/?page_id=30](http://image.web.sd71.bc.ca/gifted/?page_id=30)